**MAGIC TREEHOUSE UNIT GUIDE**

**Your Name:**

**Part 1: BEFORE Reading Book Launch**

*Which section of the book will your lesson focus on today?* (Which chapters will students be reading after this launch?)

*Main ideas(s):* Use complete sentences to list the main ideas (5-8) in this section of three chapters in the order they take place in the story. These ideas should summarize the important events in this section.

**Before: Planning your introduction (book launch)**

* *Purpose of introduction:* (What background knowledge do you want to activate or build? What concepts or text types might students be familiar with [to activate] or might students not be familiar with [to build] so that they will be able to anticipate and comprehend the main ideas in this section of the story and eventually weave these ideas into their overall understanding of what they have read.   
  + The purpose of my introduction is to **activate background knowledge** about the following:
  + If there are especially challenging terms or concepts that are critical to understanding this section of the book (for this lesson), I will seek to briefly **build** background knowledge about the following:

**Script:** Please write out what you would ask/tell in each part of your book launch. Then, in parenthesis after each question/statement, briefly explain how you would expect third graders to respond. Remember, your book launch should be no longer than 3-4 minutes, and should focus primarily on the ideas for the text students will encounter in today’s lesson.

* *Activate Background Knowledge*:
* *Build Background Knowledge*:
* *Set purpose for reading:*

**Part 2. Generating DURING Reading Questions**

Using the text analysis you did in Part 1, write 6 comprehension questions you want students to answer (either in a discussion group, on a Flipgrid, or in a journal) for your assigned section of the book.

* Your questions should require students to **move beyond literal recall** of small details. They should **encourage readers to see the connections** (explicit and implicit) between details in ways that move them closer to comprehending important events linked to the problem/solution, relevant narrative or informational text features, observations about the characters, or important vocabulary/events that could lead to confusion if students didn’t make a certain connection or understand the meaning.
* Consider questions that require students to **actively use** strategies that Cornett describes in Chapter 2 as "**During Reading Strategies**" (e.g., determine important ideas, infer, visualize, question & wonder, predict, analyze characters, synthesize).
* Your questions can be specific to one chapter or require students to look back and make connections across a cluster of chapters.
* For each question, include (a) a brief suggested response, (b) identify relevant pages/chapter(s) students can refer to as they build their understanding, (c) identify which comprehension process that question requires students to use and give a brief explanation of how that question taps into that comprehension process (using information from Chapter 2).
* Be sure to have a range of question types across the chapters.
* Keep in mind some of the CCSS expectations

.Dr. Coiro’s Example:

|  |  |  |
| --- | --- | --- |
| **Relevant page(s) / chapter(s)** | **Question & Suggested Response** | **During Reading Strategy and Explanation** |
| Ch. 1,  p. 1-2 | Question: (At the end of page 2, stop to ask): The author tells us that Jack and his sister Annie were finally Master Librarians. What do you think this means? How do you think they feel about their role as Master Librarian and words does the author use to make you think that?  Suggested Responses: It must be some kind of special librarian. I think they have must have worked hard to earn that because Jack says, “they were *finally*” that. I think they are both very excited, because they decide to run out to the magic treehouse “Let’s look fast” and they “threw” their stuff in a backpack even though there were leaving for vacation in 20 minutes. | Strategy: **Determine important ideas** (using text clues as evidence);  Explanation:  These questions focus the reader’s attention on important plot events and character traits early in the story |

Use the chart below to organize your questions and suggested responses

During Reading Comprehension Questions Chapters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Relevant page(s)/chapter(s)** | **Question & Suggested Response** | **During Reading Strategy and Explanation** |
|  | Question:  Suggested Response: | Strategy:  Explanation: |
|  | Question:  Suggested Response: | Strategy:  Explanation: |
|  | Question:  Suggested Response: | Strategy:  Explanation: |
|  | Question:  Suggested Response: | Strategy:  Explanation: |
|  | Question:  Suggested Response: | Strategy:  Explanation: |
|  | Question:  Suggested Response: | Strategy:  Explanation: |